

CTE Standards Unpacking
Restaurant Management/Culinary Arts I

Course: Restaurant Management/Culinary Arts I

Course Description: Students in Restaurant Management/Culinary Arts I learn entry level culinary skills needed for success in the foodservice industry or continuing education. Students train in industry-specific skills that can be used in all areas of the foodservice industry.

Career Cluster: Hospitality and Tourism

Prerequisites: N/A

Program of Study Application: Restaurant Management/Culinary Arts I is a pathway course in the Hospitality and Tourism career cluster; Restaurant and Food Service Pathway.

INDICATOR #1RMCA 1: Students will analyze career paths and professional practices within the food production and foodservice industries.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Identify employment opportunities and entrepreneurial endeavors		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explain roles, duties and functions of individuals engaged in food production and service careers		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Develop personal employment artifacts		
SUB-INDICATOR 1.4 (Webb Level: 2 Skill/Concept): Develop professional habits required by the foodservice industry		
Knowledge (Factual): -Food Production careers may include but not limited to: chef, prep cook, line cook, sous chef, bakers, pastry chefs -Foodservice careers may include but not be limited to: managers, servers, expeditor, -Other employment opportunities: food artist, food photographer, food writer or critic, caterer -Basics of resume writing and portfolios -Professional habit such	Understand (Conceptual): -The food industry includes a broad spectrum of career options. -Roles, duties, and functions are unique to each career. -Individuals in the food industry are held to a high set of professional standards. -Building a professional portfolio is an important tool for marketing oneself in the food service industry.	Do (Application): -Develop a presentation based on information gathered via research of a career opportunity. -Create a resume -Complete a job application -Compile artifacts to start a professional portfolio -Present a skit illustrating professional habits in a food production/food service setting.

as: grooming, punctuality, continued professional development, teamwork, a self starter, etc.		
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> List a variety of career opportunities in the food production and food service industry. Create a professional portfolio that would be used in seeking employment in the food service industry. Analyze career paths and professional practices. Demonstrate professional habits in lab settings. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA -LITERACY.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Mathematics -HSS.IC.B.6 - Evaluate reports based on data.	Sample Performance Task Aligned to the Academic Standard(s): ELA -Using SDMyLife, research and write a short career report citing details and evidence gathered. Mathematics -Students will view data related to job growth within the foodservice industry and evaluate the need for workers in the chosen career.	

INDICATOR #1RMCA 2: Students will demonstrate food and workplace safety and sanitation procedures.
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Apply sanitation procedures to ensure compliance with health codes
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Categorize potentially hazardous foods and food preparation practices
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Practice proper food handling techniques
SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Apply safety procedures to

maintain a safe work environment		
SUB-INDICATOR 2.5 (Webb Level: 2 Skill/Concept): Identify and correct workplace hazards		
Knowledge (Factual): -Health codes, sanitation procedures, safety procedures, workplace hazards, proper food handling techniques -Time & Temperature Control for Safety (TCS) -First in First Out (FIFO) -Hazard Analysis Critical Control Points (HACCP) -Occupational Safety and Health Administration (OSHA) - laws & regulation -Food, Acidity, Time, Temperature, Oxygen, and Moisture (FAT TOM)	Understand (Conceptual): -The food handler is responsible for the safety of food products. -If health codes are not followed, people could get sick or injured. -Practicing workplace safety prevents accidents.	Do (Application): -Compile a list of health codes that apply to food and workplace safety -Sort foods by proper storage methods -Test foods for proper preparation and holding temperatures -Identify critical control points outlined in a case study -Draw a picture illustrating a dangerous work environment -Label and date prepared foods. -Rotate inventory and organize food storage
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Identify critical control points and adjust to meet food safety standards • Complete requirements for food safety and sanitation certification • Demonstrate knowledge of proper food handling and workplace safety procedures • Practice proper food handling techniques and workplace safety procedures while in lab settings 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):	

<p>ELA</p> <p>-LITERACY.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>ELA</p> <p>-Read safety guidelines and examine a lab environment to identify pieces of a dangerous kitchen scenario. Reflect on the safety violations either as a class or in a small group setting.</p>
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<p>INDICATOR #1RMCA 3: Students will demonstrate industry standards in selecting, using and maintaining food production and foodservice equipment.</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Identify types of equipment used in food production</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Maintain tools and equipment following safety procedures</p>		
<p>SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Demonstrate professional skills in safe handling of knives, tools, and equipment</p>		
<p>Knowledge (Factual):</p> <p>-Function, use, and care of tools and equipment</p> <p>-Role of communication in workplace safety (e.g. Saying “hot pan”, “knife”, “behind”)</p>	<p>Understand (Conceptual):</p> <p>-Certain kitchen tasks require certain tools</p> <p>-All staff are responsible for maintenance and care of equipment.</p> <p>-Safe handling of knives, tools, & equipment require training and practice.</p>	<p>Do (Application):</p> <p>-Match equipment to proper use</p> <p>-Locate placement of equipment and identify use</p> <p>-Remove tools and equipment deemed unsafe</p> <p>-Return equipment to assigned location and store following safety procedures</p> <p>-Use proper communication in lab settings</p>
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> Choose the proper equipment for a given task and use, maintain, and store it correctly. Utilize communication to keep the lab environment safe 		
<p>Academic Connections</p>		

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>ELA</p> <p>-LITERACY.RST..3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p>ELA</p> <p>-Follow written procedures during a classroom lab to maintain a safe work environment and properly maintained equipment.</p>

INDICATOR #1RMCA 4: Students will demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.		
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Apply menu planning principles to develop and modify menus		
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Complete requisitions for food, equipment and supplies to meet production requirements		
SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Principles of menu planning -Purchasing procedures -Measurement -Portion control -Conversions -Food cost analysis and control -Menu terminology -Menu pricing -Unit cost 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -The importance of costs, portion control, and availability of supplies when planning a menu. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Differentiate between styles of menus -Practice planning different types of menus -Fill out a grocery order for a specific menu -Cost out menu items -Identify options for controlling food costs for a specific menu
Benchmarks:		

Students will be assessed on their ability to:

- Plan a menu that accounts for food cost, portion control, necessary equipment, and available supplies.

Academic Connections

**ELA Literacy and/or Math Standard
(if applicable, Science and/or Social
Studies Standard):**

Mathematics

-HSA.REI.B.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

-HSN.Q.A.3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**Sample Performance Task Aligned to
the Academic Standard(s):**

Mathematics

-Calculate the lowest possible menu price that will result in a profit. Determine a reasonable price based on the calculation.

-Determine an appropriate unit of measurement for proper portion control. Find a range of acceptable error in under or over serving a portion of food.

INDICATOR #1RMCA 5: Students will demonstrate professional food preparation methods and techniques for menu categories to produce food products that meet customer needs.

SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Apply *mise en place* (the concept of everything in its place) through practice

SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Execute knife cuts

SUB-INDICATOR 5.3 (Webb Level: 2 Skill/Concept): Demonstrate professional skills for a variety of cooking methods using professional equipment and current technologies

SUB-INDICATOR 5.4 (Webb Level: 2 Skill/Concept): Apply fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods

SUB-INDICATOR 5.5 (Webb Level: 2 Skill/Concept): Prepare a variety of food products using professional techniques

Knowledge (Factual):

-Mise en place

-Knife cuts (to include, but not limited to:

Understand (Conceptual):

-Mise en place ensures a recipe is executed successfully.

-Correct and consistent knife cuts result in a higher

Do (Application):

-Use mise en place in food preparation

-Practice knife cuts

- Show how to apply

batonnet, dice, julienne, brunoise, mince) -Food handling -Food preparation methods -Safe food handling -Measuring techniques	quality product. -The end product is the result of proper execution of the chosen cooking method.	assigned cooking methods to a given product
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Benchmarks:

Students will be assessed on their ability to:

- Organize food product and equipment using mise en place for a given menu item.
- Demonstrate correct knife cuts.
- Use food preparation knowledge and skills to prepare a menu item.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
ELA -LITERACY.RST.3 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	ELA -Read a description of a culinary technique and translate the description into a finished product.

INDICATOR #1RMCA 6: Students will describe foodservice management and leadership functions.

SUB-INDICATOR 6.1 (Webb Level: 2 Skill/Concept): Explore workplace procedures

SUB-INDICATOR 6.2 (Webb Level: 2 Skill/Concept): Explore human resource policies, rules, regulations, and laws

Knowledge (Factual):

Understand (Conceptual):

Do (Application):

-Professional boundaries -Administrative functions (scheduling, communications with employees, training, team building) -Employee handbook	- Employers and employees should establish and maintain professional boundaries. - Employees must abide by company rules and regulations. -Managers are responsible for informing employees of work related expectations	-Role play proper workplace procedures -Create an informational brochure about policies, rules, regulations, and laws that apply to food service professionals.
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Benchmarks:

Students will be assessed on their ability to:

- Describe the roles of managers and employees in the food service industry

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>ELA</p> <p>-LITERACY.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>ELA</p> <p>-Discuss the importance of effective human resources management and role play a successful human resources interaction.</p>

INDICATOR #1RMCA 7: Students will demonstrate internal and external customer service.

SUB-INDICATOR 7.1 (Webb Level: 1 Recall): Identify components of customer service

SUB-INDICATOR 7.2 (Webb Level: 2 Skill/Concept): Differentiate types of service used in the foodservice industry

SUB-INDICATOR 7.3 (Webb Level: 1 Recall): Identify quality service as a strategic component of performance

SUB-INDICATOR 7.4 (Webb Level: 2 Skill/Concept): Demonstrate respect for diversity and individuals with special needs

Knowledge (Factual):

Understand (Conceptual):

Do (Application):

<p>-Meal service types may include but are not limited to: Russian, French, English, American, family style</p> <p>-Components of customer service include: patience, attentiveness, communication skills, knowledge of product, positive language, etc.</p>	<p>-The type of service impacts the dining experience.</p> <p>-Every employee is responsible for providing good service.</p> <p>-Customer service skills are developed through practice and lead to quality service.</p> <p>-Hospitality and service are critical to high quality customer service.</p>	<p>-Draw pictures of what different service types look like</p> <p>- Create a poster outlining how customer service relates to quality service.</p> <p>-Practice customer service skills</p> <p>-Treat team members with respect.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create a mock meal service that uses a specific style of service. • Demonstrate how to adapt to customer needs 		
<i>Academic Connections</i>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA</p> <p>-LITERACY.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>ELA</p> <p>-Students will participate in a group discussion of a time when they've had a positive interaction as a customer and a time when they've had a negative experience They will then write a short summary of the experiences discussed.</p>	

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- Foundations of Restaurant Management and Culinary Arts 2nd Edition
- SDMyLife
- ServSafe
- Safe food handling practices certification course (ServSafe, RServ)



- Local chefs/restaurants
- Human Resource speaker
- Food Related Programs (Food Network)